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ABSTRACT

Four units are included in this curriculum guide for a semester elective credit course in gourmet foods for high school juniors and seniors: (1) Introudction to the Course, and the Development of "A Gourmet," intended to facilitate defining and participating in planning the course program and goals, (2) "Basic Food Preparation for Gourmets," designed to help students comprehend and apply various basic cooking principles in the preparation of creative and artistic foods. (3) "Meals with American Regional and International Flavor," an opportunity for students to become familiar with the cultures, religious beliefs, social practices, family traditions, and food preparation and service of various regions in the United States and in other countries, and (4) "Career Opportunities Related to Foods," to stimulate students to investigate and become familiar with the various career opportunities available in the food industry. Subunits within each unit contain instructional objectives, generalizations (concepts to be taught), suggested student learning experiences, and resources. Also included are a suggested 18-week schedule for the four units, suggested class organization and general notes on approach to teaching, suggestions for student shopping experiences, lists of suggested food preparations listed by country, a separate resource list for careers related to foods and nutrition, addresses for ordering films and filmstrips, and lists of community trips, field trips, local established restaurants, and international food grocers and embassies in the Washington, D. C. area. (HD)

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DEPARTMENT OF CURRICULUM AND INSTRUCTION
Division of Career and Vocational Education
Home Economics

GOURMET FOODS

COURSE OF STUDY

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Rockville, Maryland

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Table of Contents

Page

Acknowledgments v

Overview v

Instructional Objectives v

Suggestions for Teaching Gourmet Foods vi

Outline vii

Unit I. Introduction to the Course, and the Development of "A Gourmet"

A. Programs and Goals 1

B. Facilitating the Development of "A Gourmet" 1

Unit II. Basic Food Preparation for Gourmets

A. Extractions and Enhancements of Foods

1. Seasonings 3

2. Soups 3

3. Appetizers and Beverages 4

B. Meats and Other Protein Foods

1. Meats, Their Sauces and Marinades 5

2. Poultry and Game 7

3. Eggs and Cheese 8

4. Fish and Shellfish 9

C. Fruits and Vegetables 10

D. Salads and Salad Dressings 11

E. Rice, Pasta, and Potatoes 12

F. Breads and Desserts

1. Quick Breads 13

2. Yeast Breads 14

G. Desserts, Pastries, and Their Sauces 15

Unit III. Meals with a Regional American and International Flavor 17

Unit IV. Career Opportunities Related to Foods 19

Appendix

Career Ladder in Foods and Nutrition 23

Suggested Integrated Course Outline of Basic Food Preparations and International Regional Foods 25

Suggested Organization for Gourmet Foods Class 26

Suggestions for Student Shopping Experiences 27

Rotation Chart 28

A Slice of Life 29

Suggested Food Preparation from the United States and Foreign Countries 30

Resources

Print 32
Compendia and Other Printed Information 32
Organizations 33
Periodicals 33
Films 33
Filmstrips 34
Sources of Films and Filmstrips 37
Community Resources 38
Field Trips 38
Local Established Restaurants, Listings of 38
International Food Grocers 39
Partial List of Embassies 40

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The course of study *Gourmet Foods* was originally written in 1972 by Martha Marshall, Paint Branch High School; Janice Magill, Rockville High School; Laureen Mennell, Richard Montgomery High School; and Mary Melvin, Wheaton High School, under the direction of Louise Harmon, then Supervisor of Home Economics. The document was revised and updated in the summer of 1974 by Alice Fleshman, Rockville High School, under the direction of Dorothy Hunter, Supervisor of Home Economics.

OVERVIEW

Gourmet Foods is a semester elective credit course for high school juniors and seniors. It is designed to meet the students on their entry ability levels within gourmet cooking. A fee is required to help meet the cost of food prepared in the course, the amount being determinined by each school.

The Course is divided into four units:

INTRODUCTION TO THE COURSE, AND THE DEVELOPMENT OF "A GOURMET" facilitates defining and participating in planning the course program and goals. It provides an opportunity for students and teacher to assess entry level abilities and to establish common background information and experiences necessary to the development of a gourmet.

BASIC FOOD PREPARATION FOR GOURMETS is designed to help students comprehend and apply various basic cooking principles in the preparation of creative and artistic gourmet foods.

MEALS WITH AMERICAN REGIONAL AND INTERNATIONAL FLAVOR presents an opportunity for students to become familiar with the cultures, religious beliefs, social practices, family traditions, and food preparation and service of various regions in the United States and in other countries.

CAREER OPPORTUNITIES RELATED TO FOODS stimulates students to investigate and become familiar with the various career opportunities available in the food industry.

The popularity of Gourmet Cooking in the high school curriculum is strongly supported by the increasing availability of imported and domestic gourmet cookbooks, cookware, and foods. The media has recently advocated and supported the concept of gourmet foods as a leisure-time activity and provided the average family with knowledge of the subject through televised programs by famous chefs and celebrity gourmets. The concept of food as merely a basis for nourishment has been modified to encompass food as a mode for self-expression and creativity.

Gourmet Foods can also become a public relations class with the inclusion of much parental and staff involvement. Students have an opportunity within the course structure to entertain and to develop their social skills.

INSTRUCTIONAL OBJECTIVES

By the end of the course in Gourmet Foods, the student should be able to:

Define *gourmet, gourmet foods,* its terminology, and techniques

Demonstrate the ability to perform basic cooking procedures and methods used in cooking

Experience confidence in culinary skills

Prepare and serve food attractively, utilizing garnishing techniques

Correlate the relationships among national culture, religious beliefs, social practices, family traditions, food indigenous to a region, and methods of food preparation and service

Identify the contributions made by foreign foods to American gourmet cooking through recipe selection in meal planning

Recognize how food preparation and management principles can be applied toward a career in the foods industry

SUGGESTIONS FOR TEACHING GOURMET FOODS

The outline for this semester course suggests a division into two main parts; viz, basic cookery principles and international foods. Using the basic cookery experiences as a foundation, the teacher should stimulate students to develop their artistic and creative ability in food preparation.

The means by which the teacher can best fulfill the responsibility to teach and motivate students in a gourmet food class can be as flexible as the teacher. If the two parts of the course are taught individually as outlined, it is suggested that as much preparation as feasible be included in the second part. If the teacher chooses, she may combine the two parts. (See Appendix for sample course outline that could be used if two units are integrated.) Lists of suggested preparations for each country reflect the variety of international foods that can be prepared.

At least four-fifths of the class time should be spent in practical food preparation and demonstration. In planning food preparations, the students enjoy the freedom of selecting their own recipes from available resources in the classroom. The teacher should offer guidance as to whether the selected recipes are feasible financially and in terms of preparation time required and the preparation skills involved.

Serving buffet-style provides the students an opportunity to compare final results of foods which they have prepared, to taste a variety of foods, and to develop a sense of pride in their own achievements. In addition, buffet-style service helps to keep costs within the class food budget. The responsibilities for preparing the parts for each buffet meal can be shared among the kitchen groups. However, it is suggested that each buffet meal be planned to enable each kitchen group to prepare at least one dish in which students apply the basic food concepts being emphasized. When teaching the unit on international foods, a general rotation chart (see Appendix) can be utilized since no one specific food preparation principle is being emphasized.

Students can gain valuable practical experience in purchasing, on their own time, the main food items for their recipes. Given a prescribed budget, they are stimulated to do comparison shopping that will be of value to them in the future. The shopping responsibility is rotated among kitchen members. (The teacher can refer to the Appendix for further suggestions on how student purchasing experiences might be employed in the program.)

The teacher may wish to provide the students with pamphlets and books dealing with techniques and details for food demonstrations. This presentation experience can be of great personal value to the student in developing self-confidence while establishing culinary skills.

OUTLINE FOR GOURMET FOODS

Unit I. Introduction to the Course, and the Development of "A Gourmet"

A. Program and Goals

B. Facilitating the Development of the Gourmet

1. Terms
2. Equipment
3. Measures
4. Presentation of Food
   a) Garnishings
   b) Table service

Unit II. Basic Food Preparation for Gourmets

A. Extractions and Enhancements of Foods

1. Seasonings
   a) Classification of seasoning
   b) Task sensitivity
2. Soups
   a) Classification of soups
   b) Stocks
   c) Garnishing of soups
3. Appetizers and Beverages
   a) Hot or cold hors d'oeuvres
   b) Canapes and tea sandwiches
   c) Coffee, tea, and other beverages

B. Meat and Other Protein Foods

1. Meats, Their Sauces and Marinades
   a) Composition and cut
   b) Carving
   c) Methods of preparation
   d) Mother sauces for meats
   e) Roux mixtures for meats
   f) Glazes for meats
   g) Sauces and marinades*
2. Poultry and Game
   a) Types of poultry and game
   b) Grading of poultry
   c) Boning and carving
   d) Methods of cooking
   e) Gravies and sauces
3. Eggs and Cheese
   a) Principles of protein cookery
   b) Cheese classifications
   c) Techniques of preparation — souffles, omelettes, crepes, fonduc, quiche lorraine, etc.
4. Fish and Shellfish
   a) Classification of fish and shellfish
   b) Preparation for cooking
   c) Techniques of eating shellfish
   d) Chaudfroid sauces and aspic

*Sauces and marinades may be taught as a separate unit, if so desired.

C. Fruits and Vegetables

1. Selection, Storage, and Preparation
2. Marketed Forms of Vegetables
3. Cooking Methods
4. Nutritional Considerations

D. Salads and Salad Dressings

1. Categories of Salads
2. Variety of Greens
3. Variety and Preparation of Dressings

E. Rice, Pastas, and Potatoes

1. Types of Rice, Pastas, Potatoes
2. Principles of Starch Cookery

F. Breads and Desserts

1. Quick Breads
   a) Types — biscuits, muffins
   b) Variations
2. Yeast Breads
   a) History of breads
   b) Methods — coolrise and traditional
   c) Variations
3. Desserts, Pastries, and their Sauces
   a) Methods and principles of sugar and/or starch cookery
   b) Types — puff pastries, souffles, tortes, and creams
   c) Sauce cookery

Unit III. Meals with American Regional and International Flavor

A. Factors of Delineation and Composition

1. Geographic Influences
2. Agricultural Products
   a) Regional products
   b) Use of products
3. Life Style
   a) Historical influence
   b) Famous persons
   c) Current situation
4. Nutrition
   a) Basic tone
   b) Dietary problems
   c) Food habits
5. Food Preparation
   a) Typical foods of foreign countries
   b) Special cooking methods
6. Meal Service
7. Holidays and Celebrations

B. Suggested Regions and Countries

1. United States Regional Foods
   a) Southern
   b) Maryland Eastern Shore
   c) Western
   d) Pennsylvania Dutch
   e) New Orleans
   f) New England

2. Foreign Foods
   a) Spain and Portugal
   b) Mexico and Latin America
   c) British Isles
   d) France
   e) Germany
   f) Italy
   g) Orient
   h) Polynesia
   i) Russia and Eastern Europe
   j) Scandanavia
   k) Slavic countries
   l) Southern Asia
   m) Africa

Unit IV. Career Opportunities Related to Foods

UNIT I. INTRODUCTION TO THE COURSE, AND THE DEVELOPMENT OF "A GOURMET"

A. PROGRAM AND GOALS

Instructional Objectives

The student will:

Participate in planning the course program and know goals to be met during course

Develop interest in the total spectrum of course

Become familiar with the physical organization of the class

Generalizations

Gourmet Foods is a course in which young men and women can increase their knowledge and develop skills and creativity in preparing and serving epicurean foods.

Interest in class activities can be motivated if students share in the responsibility of class direction and management.

STUDENT LEARNING EXPERIENCES and RESOURCES

- Distribute copies of a tentative class outline that suggests food areas to be studied and class management procedures. Students discuss and provide suggestions for additional food areas of interest and possible resource speakers such as their family members, acquaintances, or professionals within food service fields. Using a round robin, have all students add their impressions to a collective definition of *gourmet* and *gourmet foods*. Publicly record these ideas.

B. FACILITATING THE DEVELOPMENT OF A GOURMET

Instructional Objectives

The student will:

Develop a workable knowledge of food terms, measurements, and equivalents to be used in food preparation

Become familiar with the kitchen equipment used in gourmet preparation

Apply the art of garnishing in the preparation of gourmet foods

Apply learnings when creating a table setting

Generalizations

More satisfactory results are obtained when one is familiar with the measurements, equivalents, and food terms used in the preparation of food.

The use of an appropriate piece of equipment for measuring, preparing, and serving food helps to insure success in cooking.

Garnishing food enhances the appearance and increases the palatability of food.

Attractive and appropriate table settings enhance the appearance and convenience of serving and consuming food.

STUDENT LEARNING EXPERIENCES and RESOURCES

- Provide opportunities for students to demonstrate their ability to interpret and follow a recipe in the preparation of a simple food. Instruct each group of two students to select and add a displayed seasoning or food product when they prepare this simple dish (any food that can readily accept taste modification through subtle seasoning). Emphasize that Gourmet Foods will provide the experience and challenge of tasting new and different foods. Students display their dish and compare final results. Briefly discuss the importance of being able to interpret and follow a recipe.
- Students display their creativity on *The Slice of Life*.

See Appendix.

- Using menus from a variety of restaurants, acquaint the students with menu and preparation terms. Show the filmstrip *Names in the Cooking Game*, and give the quiz included in kit.

  Local restaurants.

  Filmstrip:"Names in the Cooking Game," Ekco Housewares Co.

- Demonstrate the use of small kitchen equipment and basic measurements. Combine into a quick product.
- Invite representative from Pepco to demonstrate the care and use of small equipment.

  Speaker: Home Economics Demonstrator, Pepco.

- Show filmstrip "All About Knives." Discuss how to buy and use various types of knives in food preparation.

  Filmstrip: "All About Knives," Ekco Housewares Co.

- Show the filmstrip "All About Garnishes" or "Looking into the Ripe Olive Food World."

  Filmstrips: "All About Garnishes," Ekco Housewares Co. "Looking into the Ripe Olive Food World," Olive Administrative Committee.

- Demonstrate the preparation of a variety of garnishes. Students display on a bulletin board illustrations of nicely garnished dishes.

  Pamphlet: *All About Garnishes.*

  Current food periodicals.

- Show film *Table Settings*. In groups of two, students set up appropriate table setting for specific menus written on board. Using pamphlets, students evaluate each other's table setting.

  Film: *Table Settings*, MCPS IMC

  Pamphlet: *Table Setting Techniques*, Morton Salt Co.

- Show the film *The Art of Food Demonstration* or the filmstrip "How to Give a Demonstration." Discuss effective food demonstration principles. Students select basic and international food areas to demonstrate.

  Film: *The Art of Food Demonstration*, Modern Talking Picture Service. Wheat Flour Institute.

  Filmstrip: "How to Give a Demonstration." Available in MCPS Home Economics Office.

UNIT II. BASIC FOOD PREPARATION FOR GOURMETS

A. EXTRACTIONS AND ENHANCEMENTS OF FOODS

1. SEASONINGS

Instructional Objectives

The student will:

Recognize various seasonings by appearance and flavor

Apply the varied use of seasonings in food preparation

Generalizations

The taste sense buds on the tongue can be classified according to four major tastes: sweet, sour, salty, and bitter.

Seasonings can be divided into various categories such as spices, herbs, seeds, red-podded peppers, dehydrated vegetable seasonings, and blends.

STUDENT LEARNING EXPERIENCES and RESOURCES

- Using a diagram of the human tongue, show the four major taste areas: sweet, sour, salty, and bitter. One by one, blindfold members of the class and have them taste samples of various foods to determine how taste senses are affected by lack of eye appeal. Eliminate smell as a factor of taste by having students hold their noses and then recording difference of taste when smell is a variable.

  Eppright, Pattison, Barbour. *Teaching Nutrition*, 1963.

- Show the filmstrip "Spices in Today's Cooking," or the film *The Kitchen Keyboard*. Discuss the different types and uses of seasonings.

  Filmstrip: "Spices in Today's Living," American Spice Trade Association, Inc.

  Film: *The Kitchen Keyboard*, Modern Talking Picture Service.

- Set up a display table of the seasonings available in the foods laboratory. Conduct a "taste-in" of seasonings mixed with compatible foods such as butter, cream cheese, tomato sauce, refrigerated biscuits, etc. Have the students evaluate or classify the seasoning on a chart.

  Hooker, *Herb Cookery*.

- Students will begin an herb garden for future use in class.

Suggested Evaluation:

Present several new nonidentified seasonings. Have each student taste them and answer these questions:

Which types of dishes would this seasoning seem appropriate for and why?

Which taste sense would the seasoning most likely stimulate?

What category of seasonings would you identify and why?

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2. SOUPS

Instructional Objective

The student will:

Apply the principles and procedures of soup cookery to the preparation and serving of a variety of soups

Generalizations

The quality of soups is determined by the quality of stocks.

Basic protein and fat principles and methods are used in the preparation of soup.

Various garnishes may be used to enhance the appearance of soup.

STUDENT LEARNING EXPERIENCES and RESOURCES

- Show the film *The Ballad of Soup Du Jour*. Discuss the major stocks and the cooking procedure for each (stock color, clarity, and gelling properties).

Sunset Editors. *Sunset Cookbook of Soups and Stews.*

- Students prepare and garnish a variety of regional or foreign soups such as:

Manhattan Clam Chowder
New England Clam Chowder
Jellied Consomme
Vichyssoise
WonTon
Minestrone
Borscht
Gazpacho
French Onion
Beer Soup
Mulligatawny
Bouillabaisse
Scandinavian Fruit Soup
Olla Podrida
Peanut Butter Soup
Oxtail Soup
Scotch Broth
Pot-au-Feu
Bavarian Lentil
Chicken Gumbo Creole
Shrimp Bisque
Dutch Potato Soup
Oyster Stew
Potage St. Germain

Suggested Evaluation:

Students select a classification of soup and write an informal-style *Gourmet Suggestions for Successful Soup Recipe*. Evaluate on the appropriateness of ingredients, the sequence of preparation, hints included for the novice, and use of gourmet jargon.

3. APPETIZERS AND BEVERAGES

Instructional Objective

The student will:

Apply the principles of basic cookery in the preparation of appetizers and beverages for a non-alcoholic party

Generalizations

Appetizers are bite-size foods designed to stimulate the appetite.

The creative use of garnishes and fillings can produce canapes and tea sandwiches that artistically utilize elements of color, texture, and design.

Hors d'oeuvres can be prepared in the oven, chafing dish, or habachi.

Beverages, served either hot or cold, add color, flavor, and variety to meals.

STUDENT LEARNING EXPERIENCES and RESOURCES

- Students list, discuss, and compare appetizers served before meals with those served for teas, receptions, and cocktail parties.
- Display the types of trays, napkins, plates, cups and/or glasses used for serving appetizers.
- Have each student select one or more pictured appetizers and create graphically or in reality a mode of serving not already illustrated.
- Show pictures of attractively garnished canapes and tea sandwiches.
- Demonstrate the preparation of various types of appetizers such as tea sandwiches, canapes, hot and cold hors d'oeuvres, or finger foods. Stress garnishment.

Beard. *Hors d'Oeuvres and Canapes.*
Editors of *Sunset*. *Sunset Appetizer Book.*

- Show filmstrip "Coffee, Please" or films *Tea Times* and *A World of Tea.*

  Filmstrip: "Coffee, Please," Pan American Coffee Bureau.

  Film: *Tea Times*, Audio Visual School.

- Discuss the preparation of coffee, tea, and fruit juice-based beverages used in various countries.

  Film: *A World of Tea*, Modern Talking Picture Service.

- Students prepare and garnish a variety of appetizers and beverages for a non-alcoholic cocktail party such as:

Tea Sandwiches
Sandwich Loaf
Tartlettes Filled with Pates
Canapes on Crackers, Bread, or Toast Rounds
Escargots
Fruit and Meat Kabobs
Cheese and Meat Fondue
Swedish Meatballs
Stuffed Mushrooms or Cherry Tomatoes
Antipasta
Dips (ex.: Guacamole)
Cheeses, Cheese Balls, and Crackers
Spiced Russian Tea
Frosted Mocha Punch
Egg Nog
Fruit Punch
Turkish Coffee
Caffe Cappuccino
Demitasse

Suggested Evaluation:

Using slides of dishes from the cocktail party, have class evaluate each dish with regard to its:

texture
color
design — form
display of service
continuity with total table arrangement, using criteria provided earlier via student resources, how-to books, pamphlets, demonstrations

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B. MEATS AND OTHER PROTEIN FOODS

1. MEATS, THEIR SAUCES AND MARINADES

Instructional Objectives

The student will:

Gain knowledge of the composition, selection, preparation, carving, and service of meats

Generalization

Preparation of appetizing meats requires the knowledge of the cut; careful selection; and development of techniques for preparation, carving, and service.

STUDENT LEARNING EXPERIENCES and RESOURCES

- Show filmstrip "How to Buy, Cook, and Serve Protem Beef." (Choose appropriate selections.)

  Filmstrip: "How to Buy, Cook, and Serve Protem Beef," Swift and Co.

- Discuss definitions of terms used in meat cookery and the effect each method would have on the structure of meat involved.

roast
broil
panboil
fry
braise
stew
sear
saute

Pollard, *Experiences with Foods.*

- Using transparencies, reinforce learnings of buying and preparing meat.

  Transparencies: "Meat Selection and Preparation," Visual Products Division 3M

- Demonstrate, followed by group practice, the preparation of:

  Beef Fondue
  Roast Beef with Yorkshire Pudding
  London Broil

- Show film *How About Lamb.*

  Film: *How About Lamb*, American Sheep Products Council, Inc.
  The McCall Publishing Co. *McCall's Illustrated Dinner Party Cookbook.*

- Students plan and prepare an Irish Stew or Sh'sh-ka-bob. Plan menu around the main course.
- Students plan and prepare a pork main dish such as Sweet and Sour Pork or Barbequed Spareribs.

  Niles and Streufert, *Family Table Service.*

- Visit a butcher shop or the meat department of local grocery, and have butcher discuss the commercial preparation of meat, distribution, options for consumers, and laws and regulations affecting meats and quality standards.
- Add to this list of meat recipe ideas:

  Hungarian Goulash
  Beef Stroganoff
  Sauerbraten
  Baked Ham with Antrino Sauce
  Veal Scallopini
  Steak Diane
  Crown Roast
  Stuffed Pork Chops
  Beef Bourguignon
  Veal Birds
  Veal Cordon Bleu
  Corned Beef
  Beef Wellington
  Sukiyaki
  Teriyaki
  Veal Parmesan

Suggested Evaluation:

Display several obviously identifiable raw cuts of various meats. Have each student identify the type of meat and indicate how its relative tenderness can be determined. Based on this tenderness rating, which type of preparation method would students use to produce highest degree of taste and tenderness?

Instructional Objective — Sauces and Marinades*

The student will:

Comprehend the important role which sauces play in culinary preparation

Apply the knowledge of principles of starch cookery to the preparation and serving of sauces for meats and vegetables

Generalizations

Sauces can enhance the flavor, appearance, moistness, and nutritive value of many foods.

Used as thickening agents in sauces, soups, and gravies, pastes made with cereal starches like corn and wheat are generally more cloudy in appearance; whereas those pastes made from root starches like potato and tapioca are more clear.

Flavor can be enhanced if meat or fish is soaked in a brine or pickle liquid known as a marinade.

Acidic marinades can tenderize the connective tissue in meats.

Marinades may be used in preparing a sauce to accompany the marinated food.

*Sauces and Marinades may be taught as a separate unit, if desired.

STUDENT LEARNING EXPERIENCES and RESOURCES

- Present a collage illustrating foods that are accompanied by various sauces.
- Students discuss names and characteristics of leading sauces such as Espagnole, Brown, Bechamel, Cream, Tomato, Volute (chicken or fish), and Hollandaise.

  Rombauer and Becker. *Joy of Cooking.*

- Demonstrate meat glaze and demi-glaze and the preparation of roux.
- Suggest ways of enhancing flavors with use of a seasoning such as cheese.
- Show filmstrip "How to Make Cream Sauce."

  Filmstrip: "How to Make Cream Sauce," Dairy Council of Greater Metropolitan Washington, D.C.

- Students prepare various sauces used in main dishes or as accompaniments to other foods such as:

Shrimp in Creole Sauce	Chipped Beef in Mushroom Sauce
Lasagne	Beef Stroganoff
Spanish Sauce for Spanish Omelette	Lobster Newburg
Spaghetti Sauce	Seafood au Gratin
Asparagus with Hollandaise Sauce	

- Conduct an experiment on the tenderizing effect of marinade on meat by varying the acidic ingredients.

2. POULTRY AND GAME

Instructional Objectives

The student will:

Gain knowledge in the purchase, storage, and preparation of poultry and game

Demonstrate skill in the preparation, carving, and service of poultry and game

Generalizations

The term **poultry** *refers to chicken, turkey, duck, goose, guinea and Cornish hen, squab, and pigeon.*

Poultry can be classified into various types according to age, weight, and sex.

Poultry may be purchased in various marketing forms such as whole or in parts, fresh, frozen, canned, live, or dressed.

If poultry is full-fleshed and has meaty breasts and legs, well-distributed fat, and skin with few blemishes and pin feathers, it is considered to be of high quality.

Because poultry has a high protein content like meat, it should be cooked at low temperatures according to the tenderness (age) of the bird.

Fresh poultry has a limited refrigerator storage life; convenience forms of poultry, however, can be stored longer for future use.

Game, such as deer and rabbit, is a specialty item depending on the season of the year and availability.

Game has a natural "gamey" taste; but it can be made more palatable if it is prepared with tomatoes and onions, or fruit, or spice marinades.

STUDENT LEARNING EXPERIENCES and RESOURCES

- List various types of poultry and game. Illustrate with pictures.
- Show filmstrip "All About Turkey." Discuss how to buy, cook, and serve turkey. Relate to other type of poultry.

  Filmstrip: "All About Turkey," Swift & Co.

- Students visit Lexington Market in Baltimore (or other places where chickens are processed) to identify differences between broilers, fryers, roasting chickens, and stewing chickens.

  Field trip: Lexington Market, Baltimore, Maryland.

  Pollach. *Experience with Foods.*

- Invite a representative from USDA to discuss grading, purchasing, and storage of poultry.

  United States Department of Agriculture

- Demonstrate how to bone a chicken breast by the preparation of chicken Kiev.
- Demonstrate how to disjoint a whole chicken for frying. Have each kitchen prepare a sample for themselves. Have each kitchen prepare the disjointed chicken pieces by a different method such as deep-fry, oven-fry, oven-broil, chicken a la king. etc. Arrange all pieces on platter and set up a taste-in.

  Lucas, *The Gourmet Cooking School Cookbook.*

- For a special occasion, have students stuff and truss a turkey. Use paper ruffles when serving. Suggestion: This activity is well suited to a holiday theme at Thanksgiving, Christmas, or Easter.
- If deer or other game is available, have students read about the particular meat and how it should be prepared and served. Check frozen food section of local stores to see what is available — such as rabbit. Students discuss game factors such as high price, scarcity, laws of different states, and regional expectations.

  Remington Library, *Wild Game Cookbook.*

Suggested Evaluation:

Have each group disjoint a chicken for freezing and use at a later date. Evaluate the activity according to USDA and commercial standards, within a time limit.

Students prepare and serve poultry and home dishes such as:

stuffed turkey, Maryland chicken, chicken paprika, chicken cacciatore, chicken marengo, chicken Kiev, duckling a l'orange, cornish hen with wild rice, chicken a la king, chicken chow mein, arroz con pollo, oriental rock cornish hen, venison stew, and venison steaks

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3. EGGS AND CHEESE

Instructional Objectives

The student will:

Apply the principles of egg and cheese cookery to their preparation and service

Generalizations

Eggs have many uses in the preparation of foods such as leavening, insulating, emulsifying, binding, and thickening; they also add color and nutrients.

Eggs should be cooked at a low gentle temperature due to their high protein content.

Eggs may be prepared in or out of the shell or as an ingredient in many dishes.

Cheese can be found in hundreds of varying shapes, sizes, and flavors. The taste of individual cheeses varies with serving temperature.

Cheese cookery involves the following principles:

Cook at a low temperature.
Cook for a short time.
Cut in small pieces to melt quickly.
Use well-ripened cheese.

STUDENT LEARNING EXPERIENCES and RESOURCES

- Using illustrations or by demonstration, discuss the various uses of eggs in preparation such as binding, emulsifying, insulating, thickening, leavening.
- Discuss what other substance could be used if eggs were not an ingredient.
- Demonstrate techniques used in determining quality of egg: candling, floating, spinning, USDA grading.

- Divide the class into six groups. Give each group a recipe for preparing eggs by one of the following methods: frying (sunny-side up and once over), shirring, poaching, hard cooking, soft cooking, and scrambling. Compare for appearance and flavor. (This could be a good way to experiment with seasonings.)
- Demonstrate a cheese souffle or cheese omelet; and in so doing, show an understanding of generalizations about both egg and cheese.
- Show the filmstrips "Guide to Cheese Making" and "Guide to Cheese" or the film *Romance of Cheese.*

  Filmstrips: "Guide to Cheese Making" and "Guide to Cheese," Kraft Foods.

  Film: *Romance of Cheese,* Modern Talking Pictures.
- Students prepare a "taste-in" of many different types of cheeses and vary the accompaniments, using crackers, apples, and other fruits.
- Have students make own cheese.

  Kraft kit on *Cheesemaking.*
- Invite guest speaker to relate history of cheese, types of cheese, and cheese cookery. If possible, provide many cheese types for students to taste.

  Consumer Consultant. Safeway, Inc.
- Students prepare a brunch using dishes that contain eggs and cheese as major ingredients such as eggs benedict, French omelette, souffles, quiche lorraine, eggs foo yung, timbales, deviled egg, fondue, egg a la goldenrod, crepes.

  Better Homes and Gardens. *Fondue and Tabletop Cooking.*

Suggested Evaluation:

Give each student six recipes and ask him/her to identify how eggs are used in each dish and whether degree of freshness of egg would have significant effect on product.

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4. FISH AND SHELLFISH

Instructional Objective

The student will:

Apply the principles and procedures of fish and shellfish preparation

Generalizations

Over 200 different varieties of fish sold in the markets are classified into two general groups: finfish and shellfish.

The common forms of the fresh finfish sold in markets are whole or round, drawn, dressed, steaks, fillets, and sticks.

Shellfish are marketed live in the shell, or shucked and cooked or frozen.

Because fish are rich in protein, they require low-temperature cookery to prevent toughening.

The fat content of fish determines whether it is cooked by moist or by dry heat methods.

Fresh fish is highly perishable due to its delicate structure. Therefore, it has a short refrigerator-storage life.

STUDENT LEARNING EXPERIENCES and RESOURCES

- Students visit the Bureau of Commercial Fisheries to become familiar with the classification of fish and fish cookery.

  Field trip: Fish and Wildlife Services, Marketing Branch.
- Students develop a list of fresh water fish and salt water fish.

  Resources of the Chesapeake Bay.

- Let students taste several examples of fish and decide whether the fish are lean tasting or fat/oily tasting.
- Have each student group broil sections of a fillet for varying time periods to experiment with the effect of heat on taste and texture. Research changes in nutritive value.
- Using food models, students will design a bulletin board titled "Fish for Menu Ideas," showing gourmets' version of seafood.

  Food Models: Dairy Council of Greater Metropolitan Washington, D.C.

- Using real fish, make a fish print for decorative serving purposes.
- Demonstrate how to dress and fillet a fish for preparation.

  The Culinary Institute, *The Professional Chef.*

- Show film *Fish Dinner in Half an Hour.* Discuss use of sauces with fish.

  Film: *Fish Dinner in Half an Hour,* Indiana University.

- Invite someone who has been raised in Chesapeake country to demonstrate the handling and eating of crabs, oysters, and clams. Also, discuss eating of other shellfish such as lobster. Have a crab feast outside the school or in someone's back yard.
- Students prepare various fish and shellfish dishes such as:

  Salmon Aspic
  Tempura
  Shrimp Curry
  Stuffed Rock Fish
  Fish Almondine
  Fish-filled Egg Rolls
  Poached Salmon with Lemon Butter
  Fillets of Sole Florentine
  Lobster Thermidor
  Chaudfroid Sauces

  Pamphlet: *How to Cook Crabs.* St. Mary's County Waterman's Association, Fish and Wildlife Service.

C. FRUITS AND VEGETABLES

Instructional Objectives

The student will:

Identify a variety of market forms in which fruits and vegtables are available

Whenever vegetables and fruits are used, apply principles of preparation appropriate for nutritive and appearance enhancement

Recognize the nutritive and aesthetic contribution of vegetables to the diet

Generalizations

Fruits and vegetables contribute many nutrients to a meal as well as a contrast of color, texture, flavor, and shape.

Fruits and vegetable dishes are classified according to their role in the meal.

Fruits and vegetables are available in a variety of market forms which can be categorized according to flavor, color, nutritive content, and how grown.

Many vegetables are improved in palatability and are more easily digested when cooked.

STUDENT LEARNING EXPERIENCES and RESOURCES

- Display fruits and vegetables in the various market forms available and play identification game as to their name and ways each student has seen them used.
- Discuss the selection, storage, preparation, and service of vegetables and fruits. Stress their nutritional value and how this is affected by proper preparation.
- Prepare several unique vegetables as a demonstration.

- Show one of the filmstrips: "Versatility of Vegetables" or "Vegetables No. 1 or No. 2."

  Filmstrips: "Versatility of Vegetables" Spice Island Kitchen.

- Students prepare a variety of vegetables, using different methods such as:

  broiling — tomatoes, zucchini
  serving with sauce — asparagus with hollandaise sauce, cauliflower with cheese sauce
  pan frying — zucchini, sauteed mushrooms, green tomatoes
  scalloping — potatoes, carrots
  au gratin — broccoli, cauliflower, peas, and onions
  baking — eggplant parmesan, casseroles
  steaming — cabbage, corn
  boiling — most vegetables
  frittering — corn fritters, potato fritters
  glazing — carrots, harvard beets, sweet potatoes
  souffleing — spinach souffle, sweet potatoes
  stuffing — tomatoes, peppers, squash, zucchini

  "Vegetables No. 1 and No. 2," Gordon-Henderson Productions.

Suggested Evaluation:

Throughout the course, allow students to purchase own groceries and prepare them for storage until ready to be used. Selection should be based on USDA standards and availability; storage potential; and preservation of nutritive value and appearance. As a resource, use USDA brochure on *Vegetable and Fruit Grading*, available from the USDA or Extension service.

D. SALADS AND SALAD DRESSINGS

Instructional Objective

The student will:

Gain knowledge of the principles and techniques of salad preparation and will apply knowledge to the preparation and serving of a variety of salads

Generalizations

Salads contain four basic parts: base, body, dressing, and garnish.

Salads may be categorized according to the foods from which they are made or the way they are used in a meal.

Proper principles of salad preparation are essential in order to insure freshness, food values, and attractiveness.

Artistry and creativity in salad preparation may be displayed through selective choice of ingredients and the use of easily prepared garnishes.

Both proficiency and a sense of showmanship are required for salads prepared at the table.

The dressing is an important part of a salad because it adds flavor; increases palatability; serves as both a binding agent and a garnish; and provides variety to a salad.

STUDENT LEARNING EXPERIENCES and RESOURCES

- Show sound filmloop *A Cool Head for Salads*. Discuss various salad greens and the preparation of greens for salads.

  Filmloop: "A Cool Head for Salads," National Educational Media Inc.

- Display various salad greens (actual products or pictures.) Students identify each.
- Students create their own portfolio illustrating different types of salads: leafy greens, vegetables, fruit, meat, poultry, fish, seafood, gelatin.

- Students plan menus exemplifying five different uses of salads in meal preparation.
- Demonstrate technique and showmanship of Caesar Salad preparation at the table.
- Students scan cookbooks for a variety of dressing recipes and salads which might be appropriate for each. Note salads for which dressings serve as binding agents, garnishes, etc.
- Students use a basic cooked dressing and prepare several gourmet variations.
- Display a variety of ready-to-use dressings and packaged salad dressings. Students compare ingredients, taste, and cost of each with those of a self-made dressing.
- Demonstrate the preparation of salad garnishes; supplement with illustrations for variety. Students prepare an assortment of various types of salads and dressings, and add a garnish. Examples:

Salads:

Wilted Spinach Salad
Mikado Salad
Mandarin Orange Waldorf Salad
Caesar Salad
Chef's Salad
Hot German Potato Salad
Tomato or Lime Pear Aspics
Crabmeat Salad in Avocado
Greens (tossed at table)
Fruit Salad Ambrosia
Marinated Bean
Tomato Andalouse
Chiffonade Salad
Mexican Cole Slaw
Danish Cucumber
Stuffed Tomato
Hot German Slaw
Chinese Cabbage Salad
Vegetable Salad a la Russe
Fresh Fruit Chantilly Salad
Diplomat Salad
Whipped Black Cherry Gelatin, with Minted Cream Cheese
Jellied Ring Cherry Salad
Jellied Salad, Rubanne
Arabian Peach Mold
Perfection Salad

Dressings:

Thousand Island
Sour Cream
Chantilly
Combination
French
Bleu or Roquefort Cheese
Chef's Salad
Chiffonade
Green Goddess
Hot Bacon
Fruit Salad
Honey Lemon
Princess
Vinaigrette
Mayonnaise
Italian
Russian
Louis Salad

Suggested Evaluation:

Give each student a menu for which he/she must suggest type of salad and salad dressing and at what point they could be added to that menu. Evaluate on combination of taste to total meal; color, texture, service, and presentation of salad to the rest of the meal. Each student must explain how he/she would select the basic salad ingredients and the steps in storage and preparation.

E. RICE, PASTA, AND POTATOES

Instructional Objective:

The student will:

Apply the principles of starch cookery to the preparation of a variety of rice, pasta, and potato dishes

Generalizations

In order to obtain uniformity in the cookery of starches, these conditions must be standardized and controlled: temperature of heating; time of heating; intensity of agitation or stirring; pH of mixture; and addition of other ingredients.

Rice is the most frequently used of all cereals. It can be purchased in a variety of market forms such as long grain, short grain, brown, polished, wild, instant, and converted.

Rice may be prepared by boiling, steaming, frying, and baking; all methods affect the starch composition.

STUDENT LEARNING EXPERIENCES and RESOURCES

- Display examples of the various market forms of rice. Discuss the differences in the methods of preparing each and the cost.
- Conduct an experiment in which students prepare rice, using identical amounts of rice but varying amounts of water. Determine which consistency is preferred by the class.
- Using illustrations, display a variety of rice dishes.
- Show the filmstrip "Pasta and Italian Sauce" or film *Macaroni Menu Magic*.

Demonstrate proper pasta preparation, emphasizing the use of boiling water, the use of oil to prevent sticking, and the length of cooking time.

Discuss various methods of preparing potatoes. Students prepare and serve potato, rice, or pasta dishes to accompany a poultry meal. Possible selections —

Potatoes:

scalloped potatoes, chantilly potatoes, stuffed potatoes, potato pancakes, lyonnaise potatoes, candied sweet potatoes

Rice:

fried rice, curried rice, rice ring, rice pudding, risotto, pilaf

Pasta:

chicken tetrazzini, lasagne, manicotti, noodles Romanoff, dumplings, quenelles

Filmstrip: "Pasta and Italian Sauce," Lawry's Foods, Inc.

Film: *Macaroni Menu Magic*, Modern Talking Picture Service.

Suggested Evaluations:

Have students design experiment that would illustrate the variables that influence satisfactory starch cookery. Evaluate on thoroughness and inclusion of all variables.

F. BREADS AND DESSERTS

1. QUICK BREADS

Instructional Objectives

The student will:

Gain knowledge of the function of quick bread ingredients

Apply principles of quick bread preparation in preparing actual products to be served with soup

Use creativity in the preparation of a variety of quick breads from refrigerator and dry mix packages

Generalizations

Quick breads can be prepared in a shorter period of time than yeast breads because baking soda or baking powder are used as leavening agents.

The intensity and characteristics of some sensory qualities of food can be changed by temperature and depend upon personal sensitivity; generally, the combinations of ingredients of quick breads are enhanced if served warm.

Refrigerator rolls and packaged quick bread mixes can be made more palatable and attractive by the addition of a variety of ingredients.

STUDENT LEARNING EXPERIENCES and RESOURCES

- Show filmstrips "Muffin Making" and "Biscuits, Plain and Fancy." Discuss the functions of ingredients and principles of preparation.

  Filmstrips: "Muffin Making" and "Biscuits, Plain and Fancy," Betty Crocker Film Library.

- Demonstrate or have students demonstrate the preparation of an international or unique quick bread such as:

  hush puppies
  crumpets
  spoonbread
  funnel cakes
  ebleskivers
  waffles
  crepes
  Swedish pancakes

  Women's Day.

  Women's Day Encyclopedia of Cookery.

  Medved. *The World of Food.*

- Students prepare and serve a quick bread using standards provided via the demonstration. Prepare refrigerator biscuits or packaged quick breads that are creatively varied with other ingredients.

2. YEAST BREADS

Instructional Objective

The student will:

Apply his/her skill of breadmaking to the preparation and serving of decorative yeast breads and rolls

Generalizations

Yeast is a living organism which acts as the leavening agent in yeast breads.

The preparation of yeast breads is based on the fermentation or formation of gluten and carbon dioxide.

Yeast breads are versatile, ranging from the plain loaf of white bread to the elaborately shaped tea rings, rolls, and braids.

The various forms of yeast breads often reflect the heritage and religious holidays of many peoples.

STUDENT LEARNING EXPERIENCES and RESOURCES

- Briefly discuss the history of bread making and the relation of breads to the various religious holidays and family customs.

  Medved. *The World of Food.*

- Make a transparency, showing the functions of the various ingredients in breadmaking.

  Pillsbury. *Breads Cook Book.*

- Ask students to create a recipe for a plain white bread including amounts and order of mixing. Compare students' recipes with actual recipes; and discuss need, proportion, and sequence of each ingredient.

- Show and discuss one of the filmstrips "Breads You Bake with Yeast" or "The Trick of Yeast Rolls and Coffee Cakes."

  Filmstrips: "Breads You Bake with Yeast," Betty Crocker Film Library; "The Trick of Yeast Rolls and Coffee Cakes," Wheat Flour Institute.

- Demonstrate the coolrise method of bread and roll making; emphasize the importance of kneading and shaping.

  Poster: *Coolrise Bread,* Robin Hood Flour.

- Show filmloop "Shaping Yeast Rolls."Have students prepare basic yeast dough and practice kneading and shaping dough.

  Filmloop: "Shaping Yeast Rolls," MCPS Home Economics Office.

Suggested Evaluation:

Students prepare a variety of decorative breads and rolls such as:

French bread
Swedish tea ring
soft pretzels
stollen
kolachy
hoska
Sally Lunn
brioches
croissants
Challah braid
baba au rum
St. Lucia Crown
Swedish rye bread

Students serve the breads with tea, coffee, and/or punch for the school personnel, parents, or fellow students.

Evaluate products with standards provided by Betty Crocker's *Breads You Bake with Yeast* and service standards by those developed in Unit I.

G. DESSERTS, PASTRIES, AND THEIR SAUCES

Instructional Objectives

The student will:

Apply knowledge of pastry making to the preparation of puff pastries and pies

Prepare a variety of desserts including pastries, desserts, molded desserts, cakes, tortes, and decorative cookies

GENERALIZATIONS

Desserts are often served at the end of a meal because they generally have a higher sugar content than other categories and they therefore satiate hunger more rapidly.

Although each cake has its characteristic ingredients and methods of mixing and baking, the basic classifications are determined by whether or not shortening is used as an ingredient (ex., sponge cake — no shortening; devilsfood cake — shortening).

Even more elaborate cakes and tortes have as their basis the **elementary principles** *of cakemaking skills.*

A pastry will be tender and flaky if the dough is mixed and formed to prevent overdevelopment of the gluten-protein structure.

Refrigerated desserts usually contain quantities of egg whites or gelatins.

STUDENT LEARNING EXPERIENCES and RESOURCES

- Show the filmloops "Preparing a Dough, Making a Pie Shell " and "Two-Crust Pie."

  Filmloops: "Preparing a Dough, Making a Pie Shell " and "Two-Crust Pie," MCPS Home Economics Office.

- Demonstrate the preparation of a pastry for a two-crust pie; discuss the preparation of other pie crusts such as chocolate, crumb, kuchen, and rich egg.

  Medved. *The World of Food.*

- Show filmloop "Lemon Pie Filling," and discuss the variety of fillings.

  Filmloop: "Lemon Pie Filling," MCPS Home Economics Office.

- Students prepare a variety of pies such as:

  fruit filled, two-crust, lattice top
  meringue top
  custard filled
  frozen
  chiffon
  tarts and turnovers

- Show and discuss films by Julia Child, *Puff Pastries* and *More About Puff Pastry*.

  Films: *Puff Pastries* and *More About Puff Pastry*, Indiana University.

- Demonstrate the preparation and uses of puff pastries.
- Students prepare a variety of puff or Danish pastries such as napoleons, col au vent, and bouchee.

  Rombauer and Becker. *Joy of Cooking*.

- Show and discuss filmstrips "Beautiful Cakes"and "Flair with Frostings and Desserts."

  Filmstrips: "Beautiful Cakes" and "Flair with Frostings and Desserts," Betty Crocker Film Library.

- Show the film *Artistry in Sugar*. Discuss creative ways to decorate cakes.

  Film: *Artistry in Sugar*, MCPS Film Library.

- Invite cake decorator to do a demonstration.

  Spencer. *Decorating Cakes and Party Foods*.

- Students practice decorating cakes for a special occasion or holiday.
- Using basic cake recipe, prepare elaborate dessert using such additional ingredients as:

  whipped cream
  ice cream
  nuts, fruits
  flavorings and spices

  Pillsbury, *Pillsbury Bake-Off Dessert Cookbook*.

- Invite a guest speaker from Wilkins-Rogers Milling Company (Washington Flour) to demonstrate the use of self-rising flour in cake preparations.

  Guest speaker from Wilkins-Rogers Milling Company.

- Demonstrate the preparation of a foam cake (angel food, chiffon, sponge), emphasizing the new skills used in its preparation.
- Students prepare a variety of tortes, genoise cakes, and foam cakes.
- Discuss the principles of refrigerated dessert preparations.
- Students prepare a variety of souffles, mousses, Bavarian cremes, gelatin puddings, and pot de creme.
- List and show pictorial examples of flaming desserts. Discuss the several techniques of flaming.
- Demonstrate the techniques and equipment necessary for flaming.
- Students prepare a variety of flaming desserts such as:

  Crepes Suzettes
  Peaches Flambe
  Steamed Plum Pudding with Hard Sauce
  Cherries Jubilee
  Baked Alaska

Suggested Evaluation:

During the International Unit, students can identify the basic form of dessert they selected to prepare, identify the generalized standards of quality for the dessert type (standards provided in this unit), and meet those standards.

UNIT III. MEALS WITH A REGIONAL AMERICAN AND INTERNATIONAL FLAVOR

Instructional Objectives

The student will:

Recognize the factors that both produce and perpetuate regional and international food differences

Develop skill in preparing and serving regional American and international foods

Develop an understanding of the influence that culture, tradition, and religion have on the food habits of various peoples

Generalizations

Food choice patterns of any group of people are influenced by their geography; agricultural products; life style; nutritional levels; food preparation styles; meal service; and religious and ceremonial practices.

Many foods of the United States reflect the geographic, cultural, and agricultural influences of each region as well as international influences.

STUDENT LEARNING EXPERIENCES and RESOURCES

Each teacher of Gourmet Foods will have available a copy of *Intercultural Nutrition and Foods for Senior High School: A Resource Guide for Home Economics* (1973), developed for the State of Maryland by the Board of Education of Baltimore County. All resources, concepts, learning activities, and evaluations are developed within country and cultural divisions along with sample recipes. This document is highly recommended.

- Students compare foods and food customs in different sections of the United States.
- Students study cookbooks and menu cards to identify foods typical of different regions of the United States.
- Students plan, prepare, and serve typical meals or foods from various regions of the United States.

  McCully (ed.) *The American Heritage Cookbook.*

- Discuss the effect of religious and ethnic practices on individual eating habits.
- Show filmstrip "The International Heritage of American Cooking."

  Enterprise Filmstrip: "The International Heritage of American Cooking." (Available in MCPS Home Economics Offi[illegible])

- Students discuss experiences of eating in foreign countries or in international restaurants. Compare types of service and atmosphere.
- Collect pictures and reports on various foreign foods. Student volunteers give oral reports to class on articles of particular interest.

  Chart:
  International Cookery. 7-up Company

- Show the filmstrip "Secrets of Seasoning from Five Countries."

  Filmstrip: "Secrets of Seasoning from Five Countries," McCormick and Co., Inc.

- Invite a foreign exchange student to tell about food patterns in his/her country and make a native dish for class members to sample.
- In groups, students collect foreign recipes and study their differences as to ingredients, methods of combination, and serving.

  Pamphlet: "Round the World Food Ideas with Wishbone," Wishbone.

- Students discuss family recipes that have been handed down from generation to generation. Which type of food is more likely to be identified in recipes that have been handed down?
- Demonstrate preparation of such foreign food items as petit fours, rosettes, and timbale cases.

- Students investigate typical breads of regional America and foreign countries. Working from a basic recipe, prepare the variations in class.
- Visit international restaurants or collect ship menus to encounter a variety of foods. Bring back menus to discuss dishes served.

  Grace Lines, Baltimore; other shipping lines

- Students research a selected country. Include information about its geography, economics, agriculture, religion, table service, manners, food customs, and (foreign) food vocabulary. Based on their research, students give food demonstration/reports to class.

  Local IMC, Embassies

- Show films or filmstrips demonstrating specific foreign food preparation. (See resources.)

  Films:

  The Eastern Cuisine
  The World in Your Kitchen
  Canadian Cuisine
  Chesapeake Bay Cooking
  Cooking al Fresco
  The Cooking of Scandinavia
  French Cookery
  New England Cooking

  Washington Gas Light Company

- Students prepare the foods demonstrated, after seeing the film.

  Filmstrip: "East/West Fun in Your Meals," R.J.R. Food, Inc.

- Divide students into groups which will then plan a foreign country menu for preparation. Emphasize the use of the natural setting with each.

  Appendix for *Suggested Food Preparation from U.S. and Foreign Countries*

Suggested Evaluation:

Prepare an international dinner, formal brunch, and/or smorgasbord.

Plan and prepare an "International Food Fair" as a school project.

Plan and prepare a luau as a combined class project to be held outdoors, possibly after school. Barbequeing a pig is suggested.

Consult current issues of home economics periodicals or women's magazines for announcements of contests involving food ideas. After research, including home and class experiments, submit ideas to sponsoring organizations.

Plan and prepare a dinner for a dinner-theater production. Consult with school drama department.

UNIT IV: CAREER OPPORTUNITIES RELATED TO FOODS

Instructional Objective

The student will:

Recognize how food preparation and management principles can be applied toward a career in the food industry

Generalization

The knowledge of food preparation and management principles can increase employment opportunities in the food industry.

STUDENT LEARNING EXPERIENCES and RESOURCES

- Show film or filmstrip.

  Films: *Jackson's Tree*, General Mills.

  Where Do I Go from Here? Marriott Corporation Training.

  Filmstrip: "Foodservice: A Career to Consider," National Restaurant Association.

- Students list career possibilities during or right after high school such as working in:

  restaurant
  bakery
  cafeteria (school or institutional)

  Students list job possibilities after advanced vocational or college training such as:

  chef
  caterer
  restaurant or food service manager
  hotel-motel manager

  Pamphlet:

  Careers for Youth in the Food Service Industry. National Restaurant Association.

- Invite guest speakers to discuss the various occupations in foods. Field trips can also be utilized.

  chef
  food retailer
  caterer
  food handler
  commercial food service
  institutional food service

  Local businesses and vocational schools and colleges

  Guidance Counselors

- Each student selects one occupation concerned with foods and investigates it relative to:

  employment opportunities
  training and experience necessary
  annual salary and benefits
  opportunities for advancement
  disadvantages of the occupation

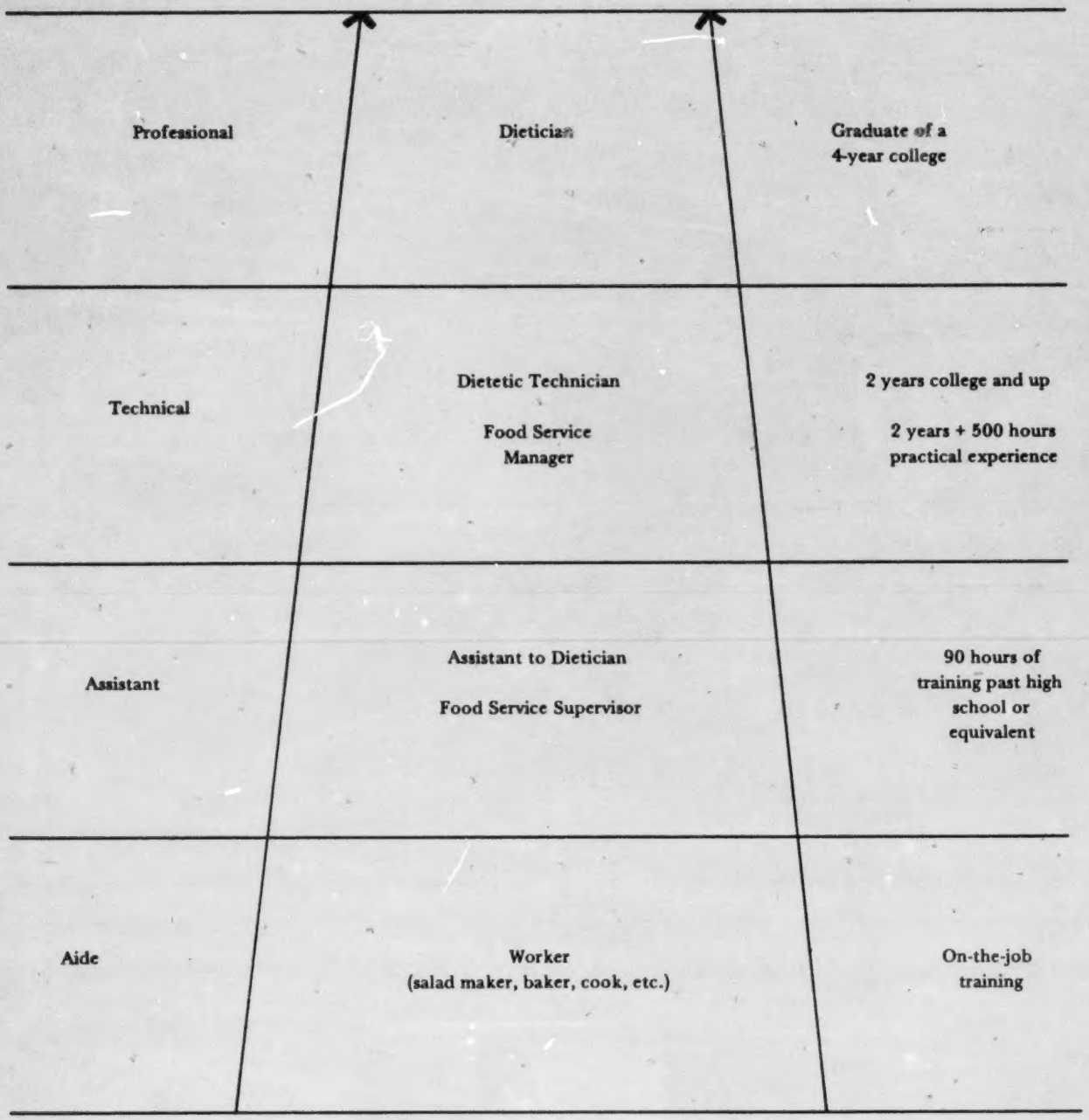
  Materials available in school Guidance Office

- Students view the Career Ladder in Foods and Nutrition.

  Appendix

APPENDIX

CAREER LADDER
IN
FOODS AND NUTRITION



A SUGGESTED INTEGRATED COURSE OUTLINE OF BASIC FOOD PREPARATIONS AND INTERNATIONAL/REGIONAL FOODS

DATE

I. First nine weeks

A. 1st Week — Principles of Food Preparation (integrated under specific topics in outline) _____

1. Cooking utensils
2. Kitchen organization
3. Cooking terms
4. Color, Texture, Flavor
5. Garnishing
6. Table setting

B. 2nd Week — Salads, Salad Dressing, and Quick Breads _____

1. Spices and herbs
2. Types of salads: green, molded, mousse, gelatin, aspic
3. Types of breads: rolls, muffins, popovers, biscuits, breads
4. Types of salad dressings

C. 3rd Week — United States Regions _____

1. New England
2. Pennsylvania Dutch
3. Gulf region (Creole)
4. Hawaiian
5. Southern
6. Southwestern

D. 4th Week — Appetizers and Beverages _____

1. Types of appetizers
2. Types of beverages
3. Garnishing

E. 5th Week — Scandinavian Countries _____

1. Norway
2. Sweden
3. Denmark

F. 6th Week — Eggs and Cheese _____

1. Types of cheese
2. Protein cookery
3. Uses of eggs
4. Souffles

G. 7th Week — More of Europe _____

1. France
2. Switzerland
3. Holland
4. Belgium

H. 8th Week — Soups and Yeast Breads _____

1. Basic stocks and types of soup
2. Types of yeast breads
3. Carbohydrate cookery

I. 9th Week — More of Europe _____

1. USSR
2. Germany
3. Austria
4. Poland

DATE

II. Second nine weeks

A. 10th Week — Poultry and Game _____

1. Types of cooking
2. Carving and serving

B. 11th Week — More of Europe _____

1. Spain
2. Portugal

C. 12th Week — Meats and Vegetables _____

1. Meat cookery (protein)
2. Marinades
3. Vegetable cookery (vitamin and minerals preservation)

D. 13th Week — The Far East _____

1. China
2. Japan
3. India

E. 14th Week — Fish and Shellfish, Starch Foods _____

1. Types of fish and shellfish
2. Fish cookery
3. Starches: rice, pasta, and potatoes
4. Sauces and butters

F. 15th Week — More of Europe _____

1. Italy
2. England
3. Scotland
4. Ireland

G. 16th Week — Desserts _____

1. Types: pastries, cakes, tortes, crepes, fruit and molded desserts, ices, souffles, cremes, custards, and mousses, sauces, confections, cookies
2. Carbohydrate cookery

H. 17th Week _____

1. Overflow from previous weeks' agendas

I. 18th Week _____

1. Close laboratories.

SUGGESTED ORGANIZATION FOR GOURMET FOODS CLASS

TEACHER LECTURE-DEMONSTRATION AND STUDENT REPORTS — to include discussions, research, presentation of preparation methods, techniques in using utensils, type of service, cultural basis for foods, etc.

PLANNING — to include student use of resources and cookbooks in the selection of recipes and meal planning

PREPARATION — to include preparation, cooking, storing of foods

SERVING — to include final cooking and arranging, serving the meal, student sampling of foods, clean-up

EVALUATION — to include teacher evaluation of individual and group performance and student evaluation based on previously developed standards, teacher lecture-demonstration of additional or review material and introduction of the topic for the coming week

SUGGESTIONS FOR STUDENT SHOPPING EXPERIENCES

I. Schedule a meeting with your principal to discuss approval of students' purchasing food on their own time. Justify your request by indicating the valuable experience students gain in doing comparison shopping within a prescribed budget. Make arrangements with the school financial secretary to obtain a specific amount of cash that you will give to the students when they plan each meal.

II. When students are selecting their recipes for each meal, the teacher should indicate the exact amount of money they have to spend. This will enable the students to better select recipes that will be feasible within their allocation. It is helpful to the students if the teacher provides newspaper advertisements that indicate current prices and seasonal foods.

III. Students should sign a receipt when receiving cash from the teacher.

SAMPLE RECEIPT:

Period _____

Received from (teacher's name) _____ $_____ to purchase food

for Gourmet Foods on _____ (date).

_____
Student's Name

Amount of change returned after purchase _____.

IV. To facilitate the teacher's bookkeeping and as proof of the students' purchase, the following information should be provided on the cash register receipt:

Front of slip

Name of store:

Date:

Example:

1 qt. of milk	.45
1 can tuna fish	.80
2 lb. beef	2.80
	$4.05

Back of slip

Period:

Kitchen:

Name(s):

Lesson:

V. Emphasize to the students:

A. No purchases should appear on the cash register slip that are not for school use. If items for use at home are bought at the same time you are shopping for school, have the purchases rung up on separate slips.

B. Complete the required information on the back and front of the cash register slip immediately after purchasing food so that you do not forget the prices. *Use ink.*

C. Do not add or cross out any prices on cash register slip.

D. Return cash register slip to teacher with any money unspent.

VI. The following staples, dairy products, and miscellaneous items can be bought by the teacher:

STAPLES

baking soda
flour
shortening
spices (including soy and Worcestershire sauce)
sugar (white, brown, and confectioners)
vegetable oil

DAIRY PRODUCTS

butter or margarine
eggs
milk
dry parmesan cheese

MISCELLANEOUS

catsup
cocoa
corn meal
cornstarch
food coloring
lemon juice (bottled)
meat tenderizer
mustard
peanut butter
syrup
vinegar

ROTATION CHART
(Foreign Food Cookery)

Lab	Kitchen 1	Kitchen 2	Kitchen 3	Kitchen 4	Kitchen 5
U.S. Regions	Main Dish Beverage $5.50	Dessert Starch Food $4.50	Veg. or Soup Dessert $4.50	Main Dish Salad $5.50	Vegetable Appetizer $4.00
Japan China India	Dessert Starch Food $4.50	Veg. or Soup Dessert $4.50	Main Dish Salad $5.50	Vegetable Appetizer $4.00	Main Dish Beverage $5.50
Scand. Ireland Br. Isles	Veg. or Soup Dessert $4.50	Main Dish Salad $5.50	Vegetable Appetizer $4.00	Main Dish Beverage $5.50	Dessert Starch Food $4.50
Spain Italy	Main Dish Salad $5.50	Vegetable Appetizer $4.00	Main Dish Beverage $5.50	Dessert Starch Food $4.50	Veg. or Soup Dessert $4.50
Germany Austria USSR	Vegetable Appetizer $4.00	Main Dish Beverage $5.50	Dessert Starch Food $4.50	Veg. or Soup Dessert $4.50	Salad Main Dish $5.50
Greece Israel	35				

A SLICE OF LIFE

Directions: Using the words and phrases below, create an original skit or story for presentation to the class, using as many of the terms as possible.

sizzling steak — rare
Suzy Souffle
hush puppies
Radish Rose
hot tamale
fudge brownie
chocolate chip
Marion Marinade
orange blossom
crepe suzette
weeping meringue
big ham n' cheese
cabbage head
black-eyed pea
puffy pastry
tub-of-lard
mousse
deer
buttered-up
battered-up
creamed
squashed
fried
suet
flours
hard crack
blending into the crowd
ready to boil
muscles straining
roll on the floor with laughter
minced words
catering to their wishes
sandwiched between the people in the crowd
dredged in dirt
dressing for an hour
clarify a point
paring around
cutting up
go to the mixer to really whip it up
sifty looking character
control their portion
scalloped edge dress
do the mashed potatoes
out to play squash
seared through the crowd
sauerkraut
sauerbraten

SUGGESTED FOOD PREPARATIONS FROM THE UNITED STATES AND FOREIGN COUNTRIES

UNITED STATES

Hush Puppies
Grits
Crab Cakes
Boston Baked Beans
Boston Brown Bread
Chili
Spoon Bread
Corn Chowder
Clam Chowder
Processed Cheese Dishes
Virginia Ham
Southern Pecan Pie
Coconut Cake
Beaten Biscuits
Sour Dough Bread
Maryland Fried Chicken
Shoo Fly Pie
Pot Pie
Creole Dishes
Maple Syrup
Fried Green Tomatoes
Strawberry Shortcake
Pumpkin Pie
Sloppy Joe
Lord Baltimore Cake
Chitterlings
Sweet Potato Pie
Apple Pie
Rhubarb Pie
Black Bottom Pie
Boston Cream Pie
Hamburger
Grilled Cheese Sandwich
Hot Dog
BLT
Oysters on the Half Shell
Shrimp Cocktail
Oyster Stew
Steamed Crabs
Corn on the Cob
Corn Bread
Pop Corn
Roast Turkey with Stuffing
New England Boiled Dinner
Maine Lobster
Apple Sauce
Home Fries
Meat Loaf
Idaho Baked Potato
Okra, Collard Greens, Mustard Greens

SPAIN AND PORTUGAL

Paella
Arroz con Pollo
Gaspacho
Crullers
Spanish Omelet
Spanish Rice

MEXICO AND LATIN AMERICA

Chili
Frijoles
Tamales
Tortillas
Enchiladas
Tacos
Flan
Tostados
Guacamole
Empanadas
Pecan Praline
Sopaipillas
Mexican Chocolate
Fried Bananas
Green Peppers Stuffed with Corn and Pimento

BRITISH ISLES

Roast Beef with Yorkshire Pudding
Trifle
Crumpets and Pikelets
Scones
English Muffin
Plum Pudding with Hard Sauce
Scotch Short Bread
Pie
Cock-a-Leekie Soup
Corned Beef and Cabbage
Beef and Kidney Pie
Welsh Rarebit
Beef Wellington
Pasties
Irish Stew
Sally Lunn Bread
London Broil
Scotch Broth
Petticoat Tails
Fish and Chips
Kippers
Prawns in Aspic
Junket
Chutney
Mince Pies
Boar's Head
Potato Soup (Irish)
Strawberry Flan
Hot Cross Buns
Fruit Fools
Dundie Cake

FRANCE

Crepes Suzettes
Eclairs
Omelettes
Petit Fours
Croissants
Boeuf Bourguignon
Vichyssoise
French Onion Soup
Napoleons
Demitasse
Cheese Cakes
Souffles
Chicken Marengo
Quiche Lorraine
Escargot
French Bread
Tarts
Mousse

GERMANY

Hasenpfeffer
Kuchen
Stollen
Springerle Cookies
Rye Bread
Sauerbraten
Strudel
German Potato Salad
Spritz Cookies
Gingerbread House
Green Bean Salad
Lentil Soup
Reuben Sandwich
Knockwurst
Torten
German Chocolate Cake
Cheese Cake
Black Forest Cake

ITALY

Gnocchi
Ravioli
Polenta
Italian Bread
Risotto
Eggplant Parmigiana
Lasagne
Pizza
Manicotti
Spaghetti
Zabaglione
Cannelloni
Fettucciae
Spumoni
Veal Parmigiana
Veal Scaloppine
Chicken Tetrazzini
Chicken Cacciatori
Antipasto
Minestrone
Panettone

ORIENT

Egg Foo Yung
Egg Rolls
Tempura
Sukiyaki
WonTon Soup
Chow Mein
Egg Drop Soup
Litchi Chicken
Chinese Snow Peas
Fortune Cookies
Almond Cookies
Teas
Fried Rice
Sweet and Sour Pork
Mandarin Pork
Lo Mein
Lobster Cantonese
Moo Goo Gai Pan
Barbecued Spareribs
Shrimp with Lobster Sauce
Duck Sauce
Raw Fish
Chinese Mustard
1000 Year Old Egg
Steamed Fish
Korean Pork and Chicken

POLYNESIA

Sweet and Sour Spareribs
Poi
Macadamia Nuts
Mango
Guava
Coconuts — Milk
Banana Bread
Roast Suckling Pig
Baked Ham with Pineapple Slices
Ambrosia

RUSSIA AND EASTERN EUROPE

Borscht
Blini
Beef Stroganoff
Honey Cake
Perogi
Potato Romanoff
Russian Teacakes

SCANDINAVIA

Swedish Meat Balls
Cakes
Swedish Tea Rings
Danish Kringle
Pickled Herring
Smoked Herring
Swedish Rye Bread
Danish Open-Face Sandwich
Fruit Stuffed Roast Pork
Krumkake
Almond Cake
Sand Tart
Fattigman Fried Cookies
Lute Fisk
Pumpernickel Bread
Ebelskiver
Fruit Soup
Danish Pastry

SLAVIC COUNTRIES

Chicken Paprikash
Goulash
Hungarian Pastry
Stuffed Cabbage
Blood Soup
Dumplings
Hoska
Kolache
Liver Ball Soup

NEAR EAST

Hummus
Lamb Curry
Shish Kabobs
Turkish Coffee
Cabbage Rolls (Grape Leaves)
Rice Pilaf
Chutney
Gulai
Puchero
Cocido
Coriander
Cookies
Baklava (filo dough)

GREECE

Moussaka
Yalantzi Dolmathes
Kestedakia
Taramosalada
Soupa Avgolemona
Psoureki
Giouvetsi
Pastitsio
Stifado
Spanakopita
Pilafi
Garides me Saltza
Halva
Baklava

ISRAEL

Felafel
Givolli Karpis Ajuimbetamlit Bessar
Marak Perot Kar
Challah
Taranegolet Bemizt Hadarim
Dag Kavush
Ugat Dvash
Oznei Haman

RESOURCES

PRINT

Curriculum Guides

Intercultural Nutrition and Foods for Senior High Schools: A Resource Guide for Home Economics Teachers. Baltimore: Board of Education of Baltimore County, 1973.

Guidelines for Nutrition Education in Home Economics. Baltimore: Maryland State Department of Education, 1976.

RESOURCE LIST FOR CAREERS RELATED TO FOODS AND NUTRITION

COMPENDIA*

Encyclopedia of Careers (rev. ed.), 2 vols. Garden City, N.Y.: Doubleday, 1975. $39.50.

Occupational Outlook Handbook, 1974-1975, prepared by the U.S. Department of Labor. Washington, D.C.: Government Printing Office, 1975. (Published biennially) $6.85.

OTHER PRINTED INFORMATION*

Careers for Youth in the Food Service Industry
National Restaurant Association
1530 North Lake Shore Drive
Chicago, Illinois 60611
1969, Free

Cook-Chef as a Career, by Wilfrid Belleau.
Park Publishing House
516 Viewridge Drive
Angwin, California 94508
1969, $1.00

Food Service Supervisor
Careers, Inc.
P.O. Box 135
Largo, Flordia 33540
1970, 20¢

Food Technologists
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
1969, 45¢

Opportunities in Food Preparation and Service
Vocational Guidance Manuals
235 East 45th Street
New York, New York 10017
1969, $3.75/$1.95

Restaurant Managers
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
1970, 45¢

*Prices listed valid as of Spring 1976.

ORGANIZATIONS

Council on Hotel, Restaurant, and Institutional Education
Statler Hilton Hotel
Cornell University, Ithaca New York 14850

National Committee on Household Employment
1346 Connecticut Avenue, NW.
Washington, D.C. 20036

PERIODICALS

Better Homes & Gardens

Bon Apetit

Family Circle

Gourmet

Memo

Sphere — Betty Crocker

Sunset Magazine

Washingtonian

Woman's Day

FILMS

Artistry in Sugar. F 5266. Color.
Excellent film on cake decorating. New and modern. Montgomery County Public Schools Film Library.

Canadian Cuisine. 20 min. Free Loan.
Illustrates the background and preparation of Canadian Food. Washington Gas Light Company.

Chesapeake Bay Cooking. 20 min. Color. Free Loan.
Emphasizes the importance of timing in proper preparation of meals, and shows recipes for foods favored in Tidewater areas. Washington Gas Light Company.

Cooking al Fresco. 20 min. Color. Free Loan.
Gives hints on outdoor cooking and includes a midwinter cookout by former football star Y.A. Tittle. Washington Gas Light Company.

A Cool Head for Salads. Color.
Shows principles and procedures essential for preparing green salads, emphasizing importance of color, design, and preparation. National Educational Media, Inc.

Far Eastern Cuisine. 27½ min. Color. Free Loan.
Offers a tour of the Far East showing customs and typical foods. Very nicely done. Corning Glass Works.

Fish Dinner in Half an Hour. 30 min. B&W. Rental.
Julia Child displays her versatility by preparing a three-course fish dinner in 30 minutes. She explains the importance of a "plan of battle" (time schedule). Indiana University.

A World of Tea. 28 min. Color
A picturesque variety of foreign customs reflects the cultural heritage of tea drinking. Modern Talking Picture Service.

How About Lamb? 13½ min. Color.
Basic cooking methods and menu ideas for lamb dishes served indoors and at outdoor barbeques. American Sheep Products Council, Inc.

Lemon Pie Filling.
Explains and illustrates the principles of making a lemon filling for pies. McGraw-Hill Films.

Macaroni Menu Magic. 20 Min. Color
A valuable film for institutional cooking classes; shows how this universally popular food is cooked and served in a variety of ways. Modern Talking Picture Service.

Making a Pie Shell.
Demonstrates how to roll and shape pastry for a single crust pie. McGraw-Hill Films.

More About Puff Pastry. 30 min. B&W. Rental
A continuation of Julia Child's vivid description of puff pastry during which she prepares a community shell, or *vol-au-vent.* Describes differences between pastry and all-purpose flour. Indiana University.

New England Cooking. 20 min. Color. Free Loan.
Illustrates the background and preparation of a typical Thanksgiving dinner including turkey, brown bread, baked beans, cranberries, etc. Washington Gas Light Company.

Preparing a Dough.
Illustrates how to measure and properly mix the ingredients for a pie crust. McGraw-Hill Films.

Puff Pastries. 30 min.
A delineation of what puff pastry is and the method of making it. Julia Child shows several examples of edibles made from puff pastry; then she prepares *Teuillitie Roquefort.* B&W. Rental. Indiana University.

Romance of Cheese. 28 min.
Presents a history of cheese and illustrates the development of kinds of cheese by different countries. Modern Talking Picture Service.

Table Settings. 8-10 min. Color.
A valuable primer in the art of table settings. Demonstrates positioning of plates, silverware, and glasses for both formal and informal settings for breakfast, lunch, and dinner. Montgomery County Public Schools Film Library.

Tea Time.
Shows the history of tea from its origin to the present day. It also shows "Tea Time" in various countries. Audio Visual School, School Service.

The Art of Food Demonstration. 23 min. Color. Free Loan. (Also free loan from Wheat Flour Institute.)
Demonstrates the basic principles of measuring and combining ingredients for baking powder biscuits and corn meal muffins. The principles and techniques of giving a demonstration are explained and shown also. Modern Talking Picture Service.

The Ballad of Soup du Jour. 14 min. Color.
A potpourri of facts and fables about soup from its discovery to modern varieties. Presented in clever animation with musical accompaniment. Campbell Soup Company.

The Cooking of Scandinavia. 20 min. Color.
Shows ways to serve smorgasbord-style, making Danish pastries, and creating various fish specialities. Washington Gas Light Company.

The Kitchen Keyboard. 20 min. Color. Free Loan.
Offers easy guides for the use of spices and herbs in everyday dishes as well as in foreign foods. Shows that seasoning is a personal art. Modern Talking Picture Service.

The World in Your Kitchen. 27½ min. Color. Free Loan.
Offers a tour of several European countries, with instructions and details on how to make five indigenous dishes. Corning Glass Works.

FILMSTRIPS

"All About Garnishes."
51-frame filmstrip shows how to prepare garnishes for buffets, casual and formal dinners, and hors d'oeuvres. Shows 21 different kitchen tools and their uses. Ekco Housewares Company.

"All About Knives."
64-frame filmstrip demonstrates easy ways to prepare vegetables and fruit, the proper carving method for all types of meats and fowl, and how to debone fish. Emphasis is placed on the proper knife for the job, and also the proper care for cutlery. Ekco Housewares Company.

41

"All About Turkey."
Shows how to buy, cook, and serve turkey. Includes ideas for leftovers. Swift and Company.

"Beautiful Cakes."
Fundamental butter cake skills, glamorous special occasions, variations, tips on mix, and recipe methods. Betty Crocker Film Library.

"Biscuits Plain and Fancy."
Scratch-and-mix biscuits are served "as is" as meat stretchers, even desserts. Betty Crocker Film Library.

"Breads You Bake with Yeast."
Step-by-step directions for basic kneaded bread. Traditional favorites. Modern twists with rolls. Betty Crocker Film Library.

"Coffee, Please."
Shows the methods of preparing coffee and the international variations. Pan American Coffee Bureau.

"East/West Fun in Your Meals." Free.
Shows foods prepared in the Far East and how they can be adapted for our use. RJR Food, Inc.

"Flair with Frostings and Desserts."
Complete steps for frosting a cake. Fun and inspiration, from decorating variations to holiday spectaculars. Betty Crocker Film Library.

"French Cookery." Slide presentation.
Illustrates the preparation of several dishes including beef bourguignon, cherries jubilee, and onion soup. Shows area French restaurants.

"Guide to Cheese."
Shows a variety of cheese and ways to use it in preparation; shows how to serve and store cheese properly. Kraft Foods, Educational Department.

"Guide to Cheese Making."
Shows the production of various types of cheese and their origins. Kraft Foods, Educational Department.

"How to Buy, Cook, and Serve Protem Beef." 3 filmstrips.
Presents cuts of beef along with the best preparation method. Discusses meats which require over an hour and under an hour to prepare. Swift and Company.

"How to Give a Demonstration." Color. 44 frames.
A chef illustrates the principles and techniques of giving a demonstration, using baking powder biscuits and corn meal muffins. Wheat Flour Institute.

"How to Make a Cream Sauce." Free.
Shows step-by-step preparation of a basic cream sauce. Dairy Council of Greater Metropolitan Washington, D.C.

"Looking into the Ripe Olive Food World." Free.
Illustrates the use of black olives as garnishes or as ingredients. Very colorful. Olive Administrative Committee.

"Muffin Making."
Demonstrates the importance of accurate measuring, and recipe and mix techniques. Popular and little-known variations included. Betty Crocker Film Library.

"Names in the Cooking Game."
Outlines the most frequently used terms used in cooking, with picture coverage of each. The student booklet incorporates additional terms in "directory style" for easy reference. Ekco Housewares Co.

"Pasta and Italian Sauce."
Shows the proper cooking of pastas and the preparation of several Italian dishes. Includes recipe handouts. Lawry's Foods, Inc.

"Secrets of seasoning from Five Countries."
Describes foods and gives recipes for preparation from five countries: England, France, India, Italy, Mexico. McCormick and Company, Inc.

"Shaping Yeast Rolls." Filmloop.
Illustrates creative ways of shaping rolls from yeast bread. McGraw-Hill Films.

"Spices in Today's Living."
Divides seasoning into five categories with illustrations and descriptions of each. Suggests sampling seasonings in scrambled eggs. American Spice Trade Association.

"The American Heritage of International Cooking."
Describes how contemporary eating habits were derived from the influences of traditional European cooking brought to the New World by colonists, and how these foods were adapted to the new foods in America to create the heritage of international cooking. Montgomery County Public Schools.

"The Trick of Yeast Rolls and Coffee Cakes." 60 frames.
Shows conventional method of preparing yeast dough. Includes excellent section on shaping a variety of rolls and breads. Wheat Flour Institute.

"Two-Crust Pie.
Illustrates how to roll and shape pastry for a two-crust pie. McGraw-Hill Films.

"Vegetables No. 1." Color
Teaches the proper methods of choosing fresh vegetables including artichokes, brussel sprouts, asparagus, corn, broccoli, cauliflower, carrots, and onions. Ekco Housewares Co.

"Vegetables No. 2." Color.
Teaches the proper methods of choosing fresh vegetables such as western iceberg lettuce, romaine, butter lettuce, red-leaf lettuce, cabbage, tomatoes, cucumber, and green peppers. Preparation, handling, and storing is also discussed. Ekco Housewares Co.

"Versatility of Vegetables."
Shows vegetables such as eggplant being prepared in interesting, attractive dishes. Spice Island Kitchens.

SOURCES OF FILMS AND FILMSTRIPS

American Sheep Products Council, Inc.
600 Madison Avenue
New York, New York 10036

American Spice Trade Association
76 Beaver Street
New York, New York 10000

Audio Visual School
School Service
386 Park Avenue
New York, New York 1000

Campbell Soup Company
Home Economics Department
Camden, New Jersey 08101

Corning Glass Works
Box 1212
Corning, New York 14830

Betty Crocker Film Library
General Mills, Incorporated
9220 Wayzata Boulevard
Minneapolis, Minnesota 55400

Dairy Council of Greater Metropolitan
Washington, D.C.
1511 D Street, NW.
Washington, D.C. 20000

Ekco Housewares Company
Educational Service Department
9234 West Belmont Avenue
Franklin Park, Illinois 60131

Gordon-Henderson Productions
6057 Melrose Avenue
Hollywood, California 90038

Indiana University
Audio Visual Center
Bloomington, Indiana 47401

Krafts Foods
Educational Department
P.O. Box 6567
Chicago, Illinois 60680

Lawry's Foods, Inc.
Box 2572
Terminal Annex
Los Angeles, California 90054

McCormick and Company, Inc.
Schilling Division
414 Light Street
Baltimore, Maryland 21200

McGraw-Hill Films
Manchester Road
Manchester, Missouri 63011

Modern Talking Picture Service
2000 L Street NW.
Washington, D.C. 20000

Montgomery County Public Schools
Film Library
Montgomery County Public Schools
850 Hungerford Drive
Rockville, Maryland 20850

National Educational Media, Inc.
3518 Cahuenga Blvd.
Hollywood, California 90068

Olive Administration Committee
516 N. Fulton Street
Fresno, California 93728

Pan American Coffee Bureau
120 Wall Street
New York, New York 10005

RJR Food Inc.
P.O. Box 188
New York, New York 10046

Spice Island Kitchens
100 E. Grand Avenue S.
San Francisco, California 94100

Swift and Company
Dept. M. S.
1919 Swift Drive
Oak Brook, Illinois 60521

Washington Gas Light Company
1100 H Street, NW.
Washington, D.C. 20000

Wheat Flour Institute
14 East Jackson Blvd.
Chicago, Illinois 60604

COMMUNITY RESOURCES

Fish and Wildlife Services, Marketing Branch, Bureau of Commercial Fisheries, Department of Interior, Washington, D.C., 343-5634.

Kitchen Bazaar, 4455 Connecticut Ave., NW., Washington, D.C., 244-1550.

Pepco, Home Economics Department, 1900 Pennsylvania Ave., NW., Washington D.C., 872-2000.

Washington Gas Light Company, 1100 H St., NW., Washington, D.C., 783-5225.

Community people and class member resource people

American Field Service students

Embassy personnel

Gourmetitian from Safeway International, 628-1880.

Adult Education people (particularly Mrs. Woo — Cantonese)

Home Economics teachers and other teachers in Montgomery County

Chefs from established restaurants in the area

Safeway baker, 341-6800.

FIELD TRIPS (Schedule as school-sponsored group, or have students investigate on their own time and present a brief class report.)

Cannon's Seafood Inc., 1065 31st St., NW., 337-8366.

Earth Organic Foods, 1633 Wisconsin Ave., NW., 337-3828.

Georgetown Coffee House, 1330 Wisconsin Ave., NW., FE8-2366.

The French Market, 1632 Wisconsin Ave., NW., FE8-4828.

The French Kitchen, 1500 Wisconsin Ave., NW, FE8-3022.

Little Caledonia, 1419 Wisconsin Ave., NW., 333-4700.

YES! 1039 31st St., NW., 338-1700 (food store and restaurant).

Washington Hilton Hotel Kitchens, 1919 Connecticut Ave., NW., Washington, D.C., 483-3000 (tour).

Maine Avenue Wharf, Maine Ave., SW., Washington, D.C. (no phones).

Marriott Corporation, 5161 River Road, Bethesda, Md., 986-5612 (tour).

Lexington Market, Paca St. between Lexington St. and Eutaw St., Baltimore, Md., 301-685-6169.

The Kitchen Bazaar, 4455 Connecticut Ave., NW., Washington, D.C., 244-1550 (browse through kitchen gourmet cooking equipment)

The Safeway International Store, 1110 F St., NW., Washington, D.C., 628-1880.

McCormick Spice Co., 414 Light St., Baltimore, Md., 539-6460.

LOCAL ESTABLISHED RESTAURANTS

Dine and/or observe and tour the kitchens. For a more complete current listing refer to:

Capital Feasts: The Menu Guide to Washington Area Restaurants. (Revised yearly) Washington, D.C.: Rock Creek Publishing Co., Inc.

Viorst, J., *Underground Gourmet: Washington, D.C.*, New York: Simon & Schuster, 1970.

New Yorker (on newsstands).

The Washingtonian Magazine (on newsstands).

Washington Post — "Dining Out" section by Donald Dresden (reprints available).

TWA *Getaway Guide to Washington, D.C.*

AAA Travel and Dining Guide to Washington, D.C., Metropolitan Area (usually available to AAA members only).

Holiday Inn (local listings guides).

Quality Court (local listings guides).

INTERNATIONAL FOOD GROCERS

(Refer to the *Yellow Pages* for Additional Grocers.)

Acropolis Food Market, 1206 Underwood St., NW., Washington. Greek and Middle East. Daily 9 a.m.-8 p.m.; Sunday 9 a.m.-3 p.m.

Arlington Bodega, 6017 Wilson Blvd., Arlington. Spanish. Daily 8 a.m.-8 p.m.; Sunday 8 a.m.-1 p.m. Free delivery.

Berkley Farms Poultry Market, 1348 Florida Ave., NE., Washington. Fresh dressed poultry, seafood.

Chinese Groceries — Suey Sand Lung Co., 604 H Street, NW., Washington.

Columbia Delicatessen and Groceries, 1772 Columbia Rd., NW., Washington. Italian.

The French Market, 1632 Wisconsin Ave, Georgetown.

Fisherman's Wharf, Maine Street, SW., Washington.

Georgetown Coffee House, 1330 Wisconsin Ave., Georgetown. Spices, Herbs, Coffee, Teas.

Giant Food Stores.

Gourmetisseries — The Macripodaris, 1642 Wisconsin Ave., NW., Washington; 5018 Connecticut Ave., NW., Washington; 2643 Connecticut Ave., NW., Washington; 4455 Connecticut Ave., NW., Washington.

Greek-Arabic Grocery, 1205 Underwood St., NW., Washington.

House of Hanna — Japanese/Chinese supermarket, 7838 Eastern Ave., NW., Washington.

Katz's Kosher Super Market, 20 University Blvd. E., Silver Spring. Jewish. Seven days a week.

Kearny Super Market, 3311 12th Street, NE., Washington. Oriental. Sunday 8 a.m.-2 p.m Free delivery.

Kitchen Bazaar, 4455 Connecticut Ave., NW., Washington. Cooking equipment.

Krochmal's BBQ Seasoning Co., 918 Sligo Avenue, Silver Spring. Spices, herbs.

Larimer's Market, 1727 Connecticut Ave., NW., Washington. Free delivery.

A. Litteri, Inc., 517 Morse St., NE., Washington. Wholesale, retail, Italian speciality store.

Lexington Market, Paca between Lexington and Etaw, Baltimore.

Lew's Chinese Grocery, 14 E. Randolph & New Hampshire Ave., Silver Spring (Colesville area).

Magruder's Grocers, 5625 Connecticut Ave., NW., Washington; 1357 Wisconsin Ave., NW., Washington; Congressional Plaza, Rockville.

Marchone's Italian Delicatessen, 1122 Triangle La., Wheaton, Sunday 10 a.m.-2 p.m.

Mario's Italian Specialties, 5050 River Rd., Bethesda.

Mikado Grocery, 4709 Wisconsin Ave., NW., Washington.

Moy Oriental Kitchens, Inc., 4932 Wisconsin Ave., NW., Washington.

Northeast Market, 535 8th Street, NW., Washington.

Pina's Spanish Store. 1636 17th St., NW., Washington.

Safeway International, 1110 F Street, NW., Washington.

Skenderis Greek Imports, 1612 20th St., NW., Washington. Greek, Middle Eastern, Mediterranean.

Sun Kwong Hong & Co., 750 6th St., NW., Washington. Asian.

Swing NE. Co., Inc., 1013 E St., NW., Washington. Spices, Herbs.

Thomas Market (Great American and Middle East Foods), 2650 University Boulevard, W., Wheaton.

Ye On Chinese Grocery, 1536 Rockville Pike, Rockville.

PARTIAL LIST OF EMBASSIES IN WASHINGTON AREA

Most embassies are interested in providing cultural, service, and recipe information. Sometimes this can be handled entirely by phone; other times personal meetings are valuable. In some instances, embassies will be able to recommend people who will present demonstrations and lectures on the gourmet foods native to their country. Embassies usually can refer you to markets in the area that stock special ingredients used in their foods.

Algeria	234-7246
Argentina	DE2-7100
Austria	483-4474
Belgium	FE3-6900
Brazil	797-0100
Central African Republic	265-5637
Chile	785-1746
China	NO7-9000
Colombia	DU7-5828
Denmark	AD4-4300
Ecuador	234-7200
Ethiopia	234-2281
Finland	HO2-0556
Federal Republic of Germany	331-3000
France	234-0990
Ghana	462-0761
Great Britain	462-1340
Greece	667-3168
Haiti	RA3-7000
Hungary	387-3800
India	CO5-5050
Indonesia	293-1745
Iran	483-5500
Iraq	483-7500
Ireland	HU3-7639
Israel	483-4100
Italy	AD4-1935
Ivory Coast	483-2400
Jamaica	387-1010
Japan	AD4-2266
Kenya	387-6101
Laos	DE2-6416
Lithuania (Legation of)	AD4-5860
Malaysia	234-7600
Mexico	686-1644
Morocco	HO2-7979
The Netherlands	244-5300
Nigeria	223-9300
Norway	333-6000
Pakistan	332-8330
Peru	833-9860
The Philippines	483-1414
Polish Peoples Republic	234-3800
Portugal	265-1643

Senegal	234-0540
Sierra Leone	265-7700
Republic of Singapore	667-7555
Spain	CO5-0190
South Africa	232-4400
The Sudan	338-8565
Sweden	965-4100
Switzerland	HO2-1811
Tanzania	872-1005
Thailand	667-1446
Trinidad & Tobago	467-6490
Turkey	NO7-6400
Uganda	726-7100
Uruguay	331-1313
Venezuela	265-9600
Viet Nam	234-4860
Yugoslavia	HO7-6566

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